

Pupil Premium Strategy Statement 2021-24

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our Pupil Premium Strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

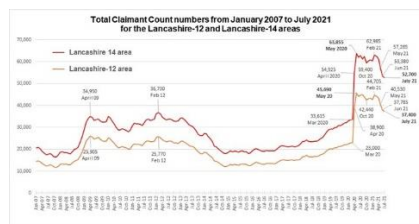
Detail	Data
School name	St James' Lanehead CE Primary School
Number of pupils in school	280 (278)
Proportion (%) of pupil premium eligible pupils Reception – 15/40 Year 1 –10/ 40 Year 2 - 9/40 Year 3 - 12/40 YEAR 4 -15/40 Year 5 – 14/40 Year 6- 16/40	Total –91/278 = 32.7%
Academic year/years that our current pupil premium strategy plan covers	2021-2024 (although reviewed annually)
Date this statement was published	22 ND November 2021
Date on which it will be reviewed	Termly (July 2022, July 2023, July 2024)
Statement authorised by	Janet Hartley (Chair of Governors)
Pupil Premium Lead	Martine Cassidy
Governor / Trustee Lead	Russell Hawkes

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£ 109,785(plus £ 4690 CLA)
Recovery Premium funding allocation this academic year	£9230
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total for this year	£114475

Part A: Pupil Premium Strategy Plan - Statement of Intent

- Our belief is - and research evidence shows (e.g. from The Sutton Trust, EEF, John Hattie, Ofsted, DfE Reports) - that quality of teaching and learning is the most important factor in the achievement of all pupils. This is particularly true for pupils from areas with a high deprivation indicator.
- We have experienced a huge **impact from the coronavirus pandemic. School and general life has changed significantly. This is due to the prevalence of the pandemic in the North West of England, and in particular Burnley, which has 21% higher death rate than the national average.**



The increase of claimants of job seekers allowance has increased from 23,000 in March 2020 to 44,705 in Feb 2021

- We will continue to use **current educational research** to shape our Pupil Premium offer in line with **EEF findings**. We will be investing funding into further developing teacher pedagogy in line with the EEF Literacy, Numeracy, Metacognition, Learning Behaviours and Pupil Premium report in order to maximise wave 1 teaching.
- We will also be accessing the EEF Teaching and Learning Toolkit to ensure intervention strategies are firmly rooted in evidence for impact. Next steps include further working with the Lancashire Associate Research School to ensure that we are implementing the latest educational research and development to offer the most current and engaging learning environment and opportunities.
- Staff are at the forefront of the latest guidance and evidence and have explored 'Deep Dive' training in Maths, Literacy, SEND and Metacognition. Funding will be used to continue to enhance the skills of teaching staff and available resources, in order to maximise the impact of teaching and learning to ensure Pupil Premium children reach their full potential.
- We firmly believe that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.
- Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. With this in mind, our Pupil Premium Strategy will be rooted strongly in the CPD of our staff.
 - ❖ Tier 1 = Improve outcomes (including middle and high attainers) by developing Teaching
 - ❖ Tier 2 = Improve outcomes for all PP children through Targeted academic support and interventions
 - ❖ Tier 3 = Narrow the gap by ensuring pupils' individual needs are met and barriers to learning removed through targeted Wider school strategies

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

1. Quality first teaching for all supported by CPD provided by Maths Hub and as part of EEF including:

1. Effective use of diagnostic assessments and EEF SEND and metacognition report.
2. All subject leaders to track the progress of PP learners.
3. Termly 1:1 pupil progress meetings with a focus on PP children and progress.
4. Employ teaching strategies as advocated as part of the EEF 'Making the most for disadvantaged' learners training.
5. Ensuring that teaching and learning opportunities meet the needs of all the pupils
6. Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed

2. TARGETED ACADEMIC SUPPORT

Speech and language assessments and interventions in EYFS and Year 1 as part of the EEF NELI Early Oracy project.

- TAs deployed to classes or interventions dependent on needs.
- 1 st class @Number Maths intervention.
- Use of Lancashire Reading Project / Accelerated Reader to target bottom 20% of each cohort.

3. WIDER STRATEGIES

Whole school safeguarding training.

- Funded trips and residential visits.
- Pastoral team
- Access to forest school and outdoor learning opportunities-
- Access to funded breakfast and after school club places and care.
- Funded snack for PP children.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- To allocate a 'Catch Up' Teaching in small groups work focused on overcoming gaps in learning
- Additional teaching and learning opportunities
- **Our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.**
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support during unstructured times (lunchtimes, playtimes) and during learning times.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
<u>Covid:</u> <ul style="list-style-type: none">• EYFS intake 2021 had a greatly reduced pre-school offer due to Covid-19, lacking in opportunities to develop the 'Prime' areas of learning and ensuring 'school readiness'.• KS1 and KS2 Children experienced lockdown in both EYFS/KS1 and multiple bubble closures as a result of positive cases in school, so haven't experienced a 'normal' school year since they started. Some children have had no had access to English during this time and have had limited support from parents with remote learning. Our community was significantly hit by Covid (as was the North West as a whole, with a death rate 21% higher than the England average, employment rate 19% higher than National average – Northern health Science Alliance)	
1	Poor parental engagement within lockdowns and through the lack of support from other agencies.
2	Narrowing the attainment gap across Reading, Writing, Maths and Science. Many Pupil Premium children fit into vulnerable groups - SEND – ASD, SEMH, C&L
3	Narrowing the attainment gap across Reading, Writing, Maths gap in children achieving greater depth particularly in writing and reading in KS1
4	Attendance and Punctuality issues.

5	Frequent behaviour difficulties within a core group of children.
6	Lack of health and aspiration from families. High Obesity from Lancashire Health LSIP report.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve oral language skills for all pupils across school	<ul style="list-style-type: none"> • S and L focus across school – daily focus in all classes. • Consistent strategies used across school to develop vocabulary and language. • Early identification for children requiring S&L intervention. • Children have access to a rich reading spine. Exposing them to quality language and vocabulary
Increase cultural capital, ensuring children experience and access a wide range of learning experiences to make learning meaningful.	<ul style="list-style-type: none"> • Children will have experienced a range of experiences, visits, working with creative practitioners etc., bringing learning to life. • Children have access to a range of extra-curricular provision to broaden their experiences. • School will fund visits for PP children, taking away the financial barriers for families.
Improve the outcomes for our SEND children, ensuring they make good progress from their starting points.	<ul style="list-style-type: none"> • Children receive daily-targeted intervention in small groups. • Children make good progress from their starting points, monitored through half termly pupil progress meetings and POP meetings. • Specialist teacher input where required to further support appropriate teaching strategies.
Ensure the best outcomes for all PP pupil through targeted support	<ul style="list-style-type: none"> • Daily literacy/numeracy/phonics interventions • Small group work to target individual needs across the school. • Daily reading support
Increased parental engagement with school	<ul style="list-style-type: none"> • Increased active parental engagement, supporting learning. • Pastoral roles fully utilised • Parents and families attending our learning events during the academic year. • PP families attending parents classes, helping to improve life chances and access to education/skills for life.
Progress in Reading	<ul style="list-style-type: none"> • Achieve national average progress scores in KS2 Reading
Progress in Writing	<ul style="list-style-type: none"> • Achieve national average progress scores in KS2 Writing

Progress in Mathematics	<ul style="list-style-type: none"> • Achieve national average progress scores in KS2 Maths
Greater Depth in writing	<ul style="list-style-type: none"> • Achieve national average for greater depth writing
Other	<ul style="list-style-type: none"> • Ensure attendance of disadvantaged pupils is above 96%
Improved attitudes to learning	<ul style="list-style-type: none"> • Reduction of incidents on CPOMS system

Activity in this academic year

This details how we intend to spend our Pupil Premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted Cost:

Approach	Activity	Evidence that supports this approach	Monitoring of actions	Challenge number (s) addressed
All Pupil Premium children make at least good progress from their starting points in Reading, Writing and Mathematics	<ul style="list-style-type: none"> • All class teams aware of the PP children • Allocated class TA support, offering boosters and interventions, for all year groups, supporting quality first teaching across the curriculum. • Quality first teaching for all supported by CPD provided by Maths Hub and as part of the Lancashire Associate Research School including: effective use of diagnostic assessments and EEF SEND and metacognition report. • Additional professional development and support for 	<p>The difference is diminishing between PP/non due to timely intervention and quality first teaching, but needs to continue.</p> <p>Making Best Use of Teaching Assistants Education Endowment Foundation EEF</p> <p>Sutton Trust – quality first teaching has direct impact on pupil outcomes</p> <p>Pupil Premium Guide Education Endowment Foundation EEF</p> <p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. We have looked at the capacity of staff within the school and recognise that we need to support staff to be able to</p>	<p>Pupil Progress meetings and data collection will be used termly to record and evaluate effectiveness of intervention/ analysis of quality first teaching and the impact in attainment and progress.</p> <p>Learning walks, outcomes and book looks will be triangulated to ensure quality first teaching in all classrooms (see monitoring schedule)</p> <p>Lancashire pupil tracker and phonics tracker to track the PP children. PP Lead to regularly check impact. Impact of intervention with clear points of entry and exit.</p>	1, 2, 4, 6

	<p>early career teachers through the ECF.</p> <ul style="list-style-type: none"> • All subject leaders to track the progress of PP learners. • Termly 1:1 pupil progress meetings with a focus on PP children and progress. • Employ teaching strategies as advocated as part of the EEF 'Making the most for disadvantaged' learners training. • Speech and language assessments and interventions in EYFS and Year 1 as part of the EEF NELI Early Oracy project. • TAs deployed to classes or interventions dependent on needs. • Training for all TA staff delivering targeted intervention on 'embedding mastery for Maths' and the implementation of 1stclass@Number • Implementation of Accelerated Reader to target bottom 20% of each cohort. Implementation of Lancashire Reading Project. 	<p>support less experienced members of staff so have identified a new member of staff who will take on and develop this role with the middle management structure.</p>	<p>SLT to monitor the quality of the intervention used. Maths lead to review 1st Class @Number. SENDCO, PP Lead, English Lead.</p>	
	<ul style="list-style-type: none"> • Regular CPD for teaching staff to ensure 100% of teaching is deemed good/outstanding (see CPD calendar). 	<p>Highly quality CPD, to ensure skilled and confident staff will see better progress from children. Pupil Premium Guide Education Endowment Foundation EEF</p>	<p>Appraisal/CPD reviews will ensure any gaps in subject knowledge or confidence are addressed.</p>	<p>1, 2, 4</p>

	<ul style="list-style-type: none"> • Ensure all relevant staff have received the training on the EEF 'Making the most for disadvantaged learners' and that they receive follow up support from SLT as part of the implementation phase to ensure that strategies employed are effective. 			
	<ul style="list-style-type: none"> • Purchase a validated phonics scheme, with matching texts to fill in any gaps in our reading scheme, ensuring a consistent approach to the teaching of early reading and phonics, supported by a high quality reading spine. 	<p>DfE/Ofsted/EEF reports evidence the impact on the teaching of high quality phonics/reading and attainment across the curriculum</p> <p>Preparing for Literacy Education Endowment Foundation EEF</p> <p>Improving Literacy in Key Stage 1 Education Endowment Foundation EEF</p>	<p>Phonics/English/SLT monitoring calendars to effectively and regularly monitor reading/phonics across school.</p>	<p>1, 4</p>
	<ul style="list-style-type: none"> • Provide parents with clear and timely information on how children are progressing in relation to expected standards 	<p>EEF reports on positive impact on parental involvement on outcomes for children.</p> <p>Working with Parents to Support Children's Learning Education Endowment Foundation EEF</p>	<p>Termly reports to parents. Parents meetings (Virtual if needed) Curriculum maps to parents. Parental engagement questionnaires</p> <p>Annual calendar of parental involvement (e.g. phonics, reading, maths, ICT workshops, assemblies, Learning and reporting Meetings)</p>	<p>3</p>

	<ul style="list-style-type: none"> Continue to run parents classes to help improve the early phonics, maths and English skills of parents to help them support their children at home. 		Parent class calendar of events/classes. Links with Lancashire Adult Learning/local adult education providers	3, 6
Whole school training will ensure staff can best support attainment, development and emotional well-being of all Pupil Premium children	<ul style="list-style-type: none"> HT to implement the METACOGNITION EEF Training. Whole staff CPD focusing on learning metacognition, mental health and wellbeing to support children's learning: attachment training, adverse childhood experiences and early trauma, complex trauma, safeguarding 	Knowledge of individual pupils needs and changing trend in the emotional and mental health of pupils Improving Social and Emotional Learning in Primary Schools Education Endowment Foundation EEF	CPD log General interactions with children around school CPOM's	1, 2, 4, 6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted Cost:

Approach	Activity	Evidence that supports this approach	Monitoring of actions	Challenge number (s) addressed
All Pupil Premium children make at least good progress from	<ul style="list-style-type: none"> Regular Speech and language intervention sessions (Talk Boost/ Early Talk Boosts/Lego therapy) for target pupils across school, run by class TA's 	Communication and Language is the highest area of need on our SEND register – research supports the effectiveness of the chosen strategies	<ul style="list-style-type: none"> Entry and exit data will be collected for pupils who are part of intervention groups and this will be used to discuss the next steps for pupils during termly Pupil Progress Meetings/ termly POP meetings with SEND Co. 	1, 2, 3, 4

their starting points	<ul style="list-style-type: none"> Additional phonics sessions for pupils in KS1 (Catch-up phonics) 2x phonics sessions daily in EYFS to help ensure children progress in line with National expectations 	Special Educational Needs in Mainstream Schools Education Endowment Foundation EEF	<ul style="list-style-type: none"> Phonics assessments will be conducted regularly and monitored by English Lead to ensure at least good progress Targeted readers will be monitored by phonics lead Pitch of phase/text matched monitored by phonics lead 	1, 2, 3, 4
	<ul style="list-style-type: none"> Daily readers for (at least) the lowest 20% of children and PP pupils. 			1, 2, 3, 4
	<ul style="list-style-type: none"> Mastery maths curriculum to accelerate the progress of ALL learners through quality first teaching and same day intervention. Additional booster group implemented where children are struggling to access the content) through daily TA support 	High expectations of ALL children – no ceiling/differentiation in expectations Improving Mathematics in the Early Years and Key Stage 1 Education Endowment Foundation EEF	<ul style="list-style-type: none"> Maths leader monitoring calendar/SLT Monitoring calendar Pupil Progress meetings and data collection will be used termly to record and evaluate effectiveness of intervention/ analysis of quality first teaching and the impact in attainment and progress. Learning walks, outcomes and book looks will be triangulated to ensure quality first teaching in all classrooms 	1,2 ,3, 4
	<ul style="list-style-type: none"> SEND Co-ordinator to ensure all staff are given the support to ensure SEND children have access to appropriate provisions to ensure best outcomes from starting points. 	Special Educational Needs in Mainstream Schools Education Endowment Foundation EEF	<ul style="list-style-type: none"> Appraisal of SEND Co's in school POP's Parental engagement of SEND children through termly POP meetings 	2, 4
	<ul style="list-style-type: none"> Subscriptions to online/web based programs to support children at home (Bug Club, Purple Maths, Numbots, Learning By Questions, Now Press Play 	Use of digital technologies – clear evidence to support technology at home for maths, English and phonics. Using Digital Technology to Improve Learning Education Endowment Foundation EEF Pupil Premium Guide Education Endowment Foundation EEF Working with Parents to Support Children's Learning Education Endowment Foundation EEF	<ul style="list-style-type: none"> MC to monitor use of chosen technologies at home. Tasks set online to support the children's learning journey. 	1, 3, 4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted Cost:

Approach	Activity	Evidence that supports this approach	Monitoring of actions	Challenge number (s) addressed
<p>All Pupil Premium children have excellent attendance and engaged in their learning</p>	<ul style="list-style-type: none"> • Full time Pastoral support leader to support families with attendance, requests for extended absence and Safeguarding matters (attends TAF, CAF, CIN, CP meetings). EEF (+3) <p>Attendance Officer appointed to analyse attendance and contact low attenders. Pastoral lead worker to complete First Day Call and support families to raise attendance / punctuality.</p> <p>We define parental engagement as the involvement of parents in supporting their children’s academic learning.</p> <p>It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children’s learning activities; and 	<p>Parent surveys</p> <p>Dedicated person in role, who builds a trusted relationship with parents and provides the supported where needed, leading to better outcomes for all.</p> <p>Working with Parents to Support Children’s Learning Education Endowment Foundation EEF</p>	<ul style="list-style-type: none"> • Parent surveys • Weekly attendance figures • Termly HT report to the Governing Board 	<p>3, 4, 5</p>

	<ul style="list-style-type: none"> • more intensive programmes for families in crisis 			
	<ul style="list-style-type: none"> • Each week, an attendance report will be produced, stating attendance figures, comparing the current week's figure to previous weeks/National. • The Pastoral Lead will conduct attendance meetings with parents of persistent absentees and those at risk of low attendance. • Pastoral Lead will ensure the attendance policy is followed up, with daily calls home/home visits etc. <p>EEF (+4)</p> <ul style="list-style-type: none"> • Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs. 	<p>Attendance data – improving trend (exc. Covid)</p> <p>Reduction in term-time absence requests over last 6 years</p> <p>Working with Parents to Support Children's Learning Education Endowment Foundation EEF</p>		<p>3, 4, 5</p>

<p>All children have access to a quality, rich curriculum, developing cultural capital</p>	<ul style="list-style-type: none"> • Access to a range of extra-curricular provisions and a rich, first-hand curriculum offer to build cultural capital, language and vocabulary and life experiences – all subject leaders informed of PP children across school to offer additional extra-curricular provisions during the year (subsidised by school) 	<p>Learning is contextualised in concrete and language rich experiences.</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>EEF – sports participation increase educational engagement and attainment</p> <p>EEF – outdoor learning shows positive benefits on academic learning and self-confidence.</p>	<ul style="list-style-type: none"> • A rich curriculum offer, with a range of opportunities for first hand learning and enriched with creative practitioners, ensuring learning is memorable and meaningful (long-term) • Weekly curriculum meeting calendar, Enrichment Overview, S of W, Extra Curricular offer 	<p>1, 2, 4, 6</p>
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Part B: Review of outcomes in the previous academic year

Pupil Premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

- Covid from March 2020 – Feb 2021 led to National tests being cancelled in July 2020/21 – there is therefore no national data.
- To support all pupils, including PP children, assessment focus has been on using KLIP's for each year group and termly assessments (see the Assessment Policy), which have been monitored and moderated robustly internally and monitored through pupil progress meetings.
- Through monitoring, PP lead and class teachers know the needs of their PP pupils and have planned accordingly throughout the academic year 2020-21. Current assessments have then been used to inform this strategy document for the academic year 2021/22 ensuring the most seamless learning possible.
- This can be ratified via internal assessment systems
- Leading up to lockdown (March 20th 2020) pupils were fully engaging in a wide range of trips and experiences – see website, past newsletters, termly HT report to Gov's.
- FSM children engaged in a range of cultural/ sporting activities – see Sport's funding report
- Pastoral Team have supported parents and carers throughout lockdown with phone calls, support with accessing food banks and food hampers, seeking benefits and offering well-being support. All families received weekly welfare phone calls during lockdown and weekly contact to 'check-in' on them. Laptops and home learning packs sent to all pupils. TEAMS platform observed By SLT to monitor teaching and learning,
- All SEND, Pupil Premium children were offered places in school during school closures/lockdown.
- Pastoral Lead has attended multi agency and safeguarding team meetings to support the child and family.

Externally provided programmes

Programme
EEF Metacognition Training
Mastery Maths Hub
S&L interventions - Talk Boost/ Early Talk Boost/NELI
Learning by Questions
Times Table Rockstars and Numbots

1st Class@Number training
Talk For Writing.

Research used to inform our planning

The National College webinar. September 2021

Developing an Evidence-Based Strategy to Make the Most of Pupil Premium | Primary Anna Freud National Centre for Children and Families

Anna Freud National Centre for Children and Families

Asmussen, K et al. (2020) 'Adverse childhood experiences: what we know, what we don't know and what should happen next'

<https://www.eif.org.uk/report/adverse-childhood-experiences-what-we-know-what-we-dont-knowand-what-should-happen-next>

Centre for Educational Neuroscience. Centre for Educational Neuroscience | University College London – Birkbeck University of London –

UCL Institute of Education

Choudry, S. (2021) 'Equitable Education: What everyone working in education should know about closing the attainment gap for all pupils'

Early Intervention Foundation Home | Early Intervention Foundation (eif.org.uk)

EEF (2018) 'Teaching and Learning Toolkit'

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit>

EEF (2019) 'Putting evidence to work - a school's guide to implementation'

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/a-schools-guide-toimplementation>

EEF (2019) 'Examples of implementation plans'

<https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/EEFExample-of-Implementation-Plans.pdf>

EEF (2020) 'The EEF guide to supporting school planning: a tiered approach to 2021'

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf

EEF (2021) 'Using your pupil premium funding effectively'

Pupil Premium Guide | Education Endowment Foundation | EEF

Elliot-Major, L., Higgins, S (2019) 'What Works? Research and evidence for successful teaching, Bloomsbury Education'

Evidence for Impact. Effective educational intervention database - Evidence 4 Impact

Gross, J, (2021) 'Reaching the Unseen Children: Practical Strategies for Closing Stubborn Attainment

Gaps in Disadvantaged Groups' (to be published in November 2021)

Marc Rowland Resources | Marc Rowland (wordpress.com)

Marmot, M et al. (2020)

<https://www.health.org.uk/sites/default/files/upload/publications/2020/Build-back-fairer-theCOVID-19-Marmot-review.pdf>

Nuthall, G. (2007) 'The Hidden Lives of Learners'

Sheehy-Skeffington, J and Rea J (2017) How poverty affects people's decision-making processes | JRF

Visible Learning - Accessible Global Research Database

Visible Learning - Home (visiblelearningmetax.com)

What Works Clearinghouse Practice Guides

WWC | Practice Guides (ed.gov)